DOCUMENT RESUME

ED 420 124 EC 306 460

AUTHOR Ijiri, L.; Carroll, J.; Fletcher, S.; Hubbard, L.; Manchester, J.; Van Someren, D.

TITLE A Comprehensive Model of a Post-secondary Learning Disabilities Program: The Program for Advancement of Learning (PAL) at Curry College.

PUB DATE 1998-00-00
NOTE 34p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Persistence; College Students; Colleges; Course Descriptions; Higher Education; Internet; *Intervention; *Learning Disabilities; Learning Strategies; *Metacognition; Outreach Programs; Student Personnel Services; Study Skills
IDENTIFIERS *Curry College MA

ABSTRACT

This report describes a program at Curry College (Massachusetts) to support college students with learning disabilities in developing metacognitive awareness and achieving academic success. The Program for Advancement of Learning (PAL) was established in 1970 and has been recognized as a national exemplary program. An overview describes the program's philosophy and mission statement as well as general data on students, facilities, and Curry College. A section on publications and resources includes the publication of a collection of personal accounts by teachers and students in the program, the PAL outreach program, and development of an Internet bulletin board for learning disabilities. The report then describes specific program components, including: Summer PAL, the Adult Center at PAL, the Educational Diagnostic Center at PAL, PAL for English Speakers of Other Languages, and the Learning Academy (a summer high school program). Appended are instructional materials such as syllabi and descriptions of PAL courses (Learning Process, Social Cognition); information about outreach facilities and events; data on student enrollment and persistence to graduation; faculty biographies; and descriptions of PAL publications and resources, such as an Internet bulletin board. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 420 124

A Comprehensive Model of a Post-secondary Learning Disabilities Program: The Program for Advancement of Learning (PAL) at Curry College

Ijiri, L., Carroll, J., Fletcher, S., Hubbard, L., Manchester, J., & Van Someren, D.

(1998)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 306460

IJIRI

ABSTRACT

This report provides an overview of a comprehensive program established in 1970 to support college students with learning disabilities in developing metacognitive awareness and achieving academic success. The Program for Advancement of Learning (PAL) at Curry College, Milton, Mass., has been widely recognized as an exemplary program which led the nation in the development of learning disabilities support at the post-secondary level. This report provides program/project descriptions of PAL and of the specialized services it offers including: Summer PAL, the Adult Center at PAL, the Educational Diagnostic Center at PAL, PAL for English Speakers of Other Languages (PAL/ESOL), and the Learning Academy (a summer high school program). Also included in this document are instructional materials such as syllabi and descriptions of PAL courses (Learning Process, Social Cognition); information about outreach, facilities, and events; data on student enrollment and persistence to graduation; faculty biographies; and descriptions of PAL publications and resources such as an internet bulletin board managed by PAL faculty. The information is designed to provide readers with material which could be used to design and develop other post-secondary and transition programs for students with learning disabilities.

TABLE OF CONTENTS

INTRODUCTION....4

PROGRAM OVERVIEW....4

Philosophy and Mission Statement....4

Description of PAL....5

PAL Library....7

Summer PAL....8

Admissions....8

Student Data....9

Facilities....9

Recognition....10

Curry College....10

PUBLICATIONS AND RESOURCES....11

A Closer Look (1995)....11

PAL Outreach....12

LD-list....12

SPECIALIZED PROGRAMS....13

Summer PAL....13

Learning Academy (Summer High School Program)....14

Adult Center at PAL....15

Educational Diagnostic Center....16

PAL/ESOL (English for Speakers of Other Languages)....17

Social Cognition course....18

Math Support....18

FACULTY BIOGRAPHIES....19

REFERENCES and ACKNOWLEDGMENTS....25

APPENDIX....26

INTRODUCTION

The Program for Advancement of Learning was founded in 1970 by Dr. Gertrude Webb, a visionary in the field of education who advocated for a metacognitive focus in working with students who learn differently. The establishment of PAL at Curry College pre-dates Federal legislation (PL94-142) mandating support for students with learning disabilities and is widely recognized as the first program of its kind at the college level (e.g., Brinckerhoff, Shaw, and MacGuire, 1993). Over the years, PAL has continually served as a model program in higher education and has recently developed significant outreach and curricular innovations that reflect the changing needs of service delivery at the post-secondary level.

The purpose of this publication is to provide readers with a comprehensive overview of the Program for Advancement of Learning including descriptions of the program elements, mission and philosophy, syllabi and information about other PAL resources.

PROGRAM OVERVIEW

PAL Philosophy and Mission Statement

The philosophy of PAL is firmly rooted in a strength-based, metacognitive, and proactive approach to working with students. Students in PAL are recognized and respected as unique individuals with the potential to succeed in becoming competent, effective learners. They work with learning specialists in an environment that nurtures positive self-worth by identifying and appreciating each student's specific learning style and learning strengths. A metacognitive perspective is at the heart of the approach in which students are continually encouraged to reflect on the learning process itself. PAL instructors work proactively with students within this process by encouraging them to understand the ways in which their strengths can be used to facilitate academic success.

The relationship between the student and the PAL instructor is essential to the teaching/learning experience. The two are continually engaged in a collaborative exchange where they work toward mutually defined goals. These goals are continually redefined with the instructor's support as students discover, develop and consolidate their abilities.

Description of PAL

PAL is a fee-based, comprehensive learning disabilities support program that provides services above and beyond reasonable accommodations as mandated by the Americans with Disabilities Act (ADA, 1990). Students accepted to PAL are fully mainstreamed in academic courses with non-PAL students. As participants in PAL, they are scheduled to meet with their PAL instructor two to three times per week in a combination of one-to-one and small group sessions. These sessions with the PAL instructor comprise a course entitled "The Learning Process: Insights and Applications" for which students receive 1.5 academic credits each semester. The course is graded on a pass/fail basis which allows PAL instructors to work proactively with students by requiring regular attendance throughout the first year.

PAL instructors and students jointly establish educational goals for the semester in a collaborative atmosphere. These goals take into account the many difficulties inherent in making a transition from high school to college (described by Dalke, 1991 and others, e.g., Mangrum and Strichart, 1988) such as the decrease in structure and the increase in the volume of reading and writing. To facilitate successful management of this transition, PAL instructors provide guided interactions around time management and other academic issues. Often, PAL instructors will use syllabi from each of a student's classes to help a student engage in a "reality" check of perceptions of classroom expectations.

PAL sessions include use of content materials as the springboard for discussion and development of strategies. Support is provided to students in a wide variety of areas including written language, reading, oral expression, listening, organization, non-verbal

communication and math based on the students needs and interests. Each PAL session involves a delicate balance of providing support on strategies for success in the content areas and an ongoing process of developing a student's understanding of their learning profile.

An important part of this process is the diagnostic testing which students submit as part of the application process. Students are required to submit subtest scores from the Wechsler Adult Intelligence Scales - R (1981; or WAIS-III, 1997) and achievement testing. Such testing is then analyzed by the PAL instructor and then discussed throughout the year, as appropriate, with the student. Frequently, PAL instructors refer to students' testing profiles to illustrate the benefit of particular learning strategies. In this way, testing which students had previously been viewed as verification of their weaknesses, becomes the basis for discovery of their strengths.

Although academic credit is only offered for the first year, support is available throughout a student's enrollment at Curry, if desired. After the first year, students decide in consultation with their PAL instructor whether to continue in "full" PAL, to reduce support to a "partial" (once per week) level, or to phase out of PAL completely. In helping students to move toward greater independence, PAL instructors serve as liaisons with other key offices and support services on campus and assist students in developing familiarity with these services before leaving PAL. The network of support on campus includes the Essential Skills Center, a free tutoring and writing center available to all students; the Counseling Center, and Academic Advising.

The PAL mentor/student relationship is the core of the program and its effectiveness. Thus, the experience and quality of the faculty are critical components in the success of the program. Currently the program is staffed by a talented team of 28 faculty; biographies are available in this document and illustrate the high caliber of expertise and teaching ability that the program has been able to attract. As members of the faculty, PAL instructors participate in the decision-making and development of all curricular changes. They serve on institutional

committees and in key leadership roles on campus, allowing for consistent and regular integration of a learning disabilities' perspective into all academic discussions.

During their first year of enrollment at Curry, freshmen work with an academic advisor in PAL (often their own PAL instructor) to select classes for upcoming terms, review academic procedures and college policies such as pass/fail grading. After the first year, students are encouraged to transfer to an advisor outside of PAL either in their chosen major or a major which they are considering. Thus, in the first year, selection of courses can take into account the student's learning style and strengths and the PAL instructor's knowledge of professors' teaching styles.

PAL Library

To support all students with disabilities, Curry offers untimed exams and enhanced taped text book service at the PAL library. The PAL library staff coordinates with Recordings for the Blind and Dyslexic and works with students to determine whether taped textbooks will be beneficial to them. PAL then provides tapes through both an institutional membership to RFB and D and through individual memberships of students. Student course registrations are linked with the bookstore's textbook orders, and tapes are ordered for all students that request tapes in any given semester. Books which are not available through RFB and D are sent to the college's own tapers who selectively record chapters for students as needed based on professors' syllabi.

At the PAL library, students take their exams in a quiet environment using tape recordings of exams or word processors if needed, and other accommodations as reviewed on a case-by-case basis by the Coordinator of PAL. Students are required to provide one week's notice to both the classroom professor and the PAL library about a request for an untimed exam using a simple two-part carbon form. When necessary, evening monitors are hired to provide extended time for evening exams, and PAL instructors assist with the administration of final exams. Professors at Curry have been involved in period reviews of the untimed

exam procedures as a means of maintaining communication about the integrity of the exam process. In the Fall semester of 1997 over 300 individual exams were administered. To support this volume of exam and tape assistance, the PAL library employs a full-time program assistant, a part-time assistant, and dozens of tapers and exam monitors.

Summer PAL

In preparation for the first semester at Curry, all new PAL students are strongly encouraged to participate in Summer PAL, a three week, three-credit program that is offered twice each summer. The program provides a structured transition to college in a supportive, enjoyable environment that allows students to begin their freshman year with increased confidence and self-awareness. Students earn 3 credits for their participation in this intensive session which lays the foundation for developing self-understanding and effective learning habits. Summer PAL orients students to life at Curry and provides an opportunity to develop long lasting relationships with faculty and students. A detailed description of Summer PAL can be found in the section describing specialized programs.

Admission

Students apply to PAL at the time of their application to the college. A dual admissions process involves both representatives of the admissions office and the Coordinator of PAL, each of which independently reviews materials submitted in the application. Applicants to PAL are required to submit a psychoeducational evaluation which describes their learning disability and which includes subtest scores of the Wechsler Adult Intelligence Scales - Revised (1981; or WAIS-III, 1997), and achievement testing in areas such as reading, written language, and/or oral language. Students are also required to submit a Curry College application form, teacher recommendations, and official transcripts. Interviews are recommended; SAT's are waived for students applying to the college through PAL. A joint decision is made which takes all of the above information

into account including the student's learning profile, academic performance, extracurricular activities, and the appropriateness of PAL services given the students' needs.

Student Data

Students enrolled in PAL are fully mainstreamed for all Curry College classes. Students accepted through PAL comprise approximately 45% of the student body at Curry College. In the 1997-98 academic year, there were 432 students enrolled in PAL in the Fall semester, and 358 students in the Spring semester. The decline in enrollment between Fall and Spring semesters reflects the tendency for second and third year students to "phase" down the amount of support they receive over the course of an academic year. Approximately 2/3 of the PAL population are male. The majority of students have cognitive profiles in the average range.

In recent years, students in PAL have maintained GPA's comparable to their non-PAL peers; PAL students have also graduated from Curry at the same rate as their non-PAL peers-- approximately 55% graduate in 5 years (some also transfer successfully to other colleges or universities). In the Fall semester of 1997, the average GPA for freshman PAL students was 2.56; the average for freshman non-PAL students was 2.61. The College's Honors program is consistently comprised of at least 1/2 PAL students. Further, PAL students have assumed many leadership roles on campus and are actively involved in athletics, drama and student government.

Facilities

Another important aspect of the program's success is the physical setting within which PAL takes place and the facilities available to students. PAL is housed in the Gertrude M. Webb Learning Center, a unique three-floor Tudor style building with several thousand square feet of space dedicated to students. Located in the Learning Center are PAL faculty classrooms/offices, a computer lab specifically for PAL students, the PAL

Library, group teaching/gathering areas, the Adult Center, the Educational Diagnostic Center, PAL administrative offices, and the ADA Office for the College.

The architecture of the Learning Center is based in the earlier part of the twentieth century and features cathedral ceilings, ornate fireplaces and stained glass windows. Each PAL classroom/office provides a personalized environment and is equipped with a computer and internet resources to allow students to utilize the available technology during their PAL sessions. The PAL Computer Lab allows learners to continue working on papers or projects on their own time. Group study areas are used both spontaneously and as scheduled by instructors to support a community of learners who learn from each other.

Recognition

PAL has received national and international recognition for its ground-breaking work in serving students with learning disabilities. Articles in the Boston Globe, New York Times and Newsweek have highlighted the program's work over the years. In 1995, in honor of the Program's 25th anniversary, the program hosted an international conference and celebration receiving recognition from the President of the United States and the Governor of Massachusetts.

Curry College

Founded in 1879, Curry College is a co-educational 4-year liberal arts institution serving over 1500 students in the Boston suburb of Milton, Mass. Curry offers a wide range of traditional liberal arts and pre-professional majors including Education, Management, Psychology, Politics and History, Communications, Visual Arts, and Sociology. For over 27 years, PAL has both shaped and been shaped by Curry's distinctive philosophy of education -- a belief that every student has a right to learn in the way the best fits him or her. PAL is based on the model of full inclusion in which students in PAL are first and foremost Curry students--fulfilling the necessary curriculum requirements alongside students without learning disabilities.

PUBLICATIONS AND RESOURCES

A Closer Look: Perspectives and Reflections on College Students with Learning Disabilities (Goss & Adelizzi, 1995)

A Curry College publication, *A Closer Look* is a collection of personal accounts by teachers and students describing their teaching and learning experiences. The authors are faculty, students, and graduates from PAL who collaborated on the book in honor of the programs' 25th anniversary. The focus of the book is on sharing reflective insights with others interested in learning differences. Individual chapters are integrated into a portrayal of holistic approaches to teaching, giving attention to the emotional, social, and neurological aspects of metacognitive learning.

Specifically related to the historic development of PAL were these observations: *We knew that the support systems provided for learning disabled students in elementary and secondary education did not help the learning systems become integrated , but acted as splintered skills , Band-Aid mechanisms...learning disabled students were being forced into a mold completely unnatural to their way of learning. (p. 32).*

The topics of this publication include the following:

- Connections between theory and practice
- Mentoring and metacognitive development
- The impact of classroom trauma
- Relationships between emotions and LD
- English as a second language and LD
- Models for inclusion and adaptive learning
- Social cognition and learning differences

A Closer Look, has been favorably reviewed in several professional journals and is available for purchasé by calling: 617-333-2244.

PAL Outreach Program

The PAL Outreach Program is designed to provide support, information and services regarding learning disabilities to the greater community at large. Outreach provides both faculty and student speakers for such events as: college fairs, conferences, parent workshops, and informational sessions with school counselors, agencies, and employers. Student and faculty work collaboratively to provide hands-on workshops in area schools to help increase awareness and understanding of issues related to learning disabilities at the elementary and secondary levels. This sharing of information and services helps to further the Program's connection with the community and provide opportunities for students with learning differences. Recent outreach activities have included participation at national conferences and exhibitions on learning disabilities and numerous student presentations at local elementary schools.

Internet Resources

The learning disabilities list, an internet bulletin board, is run as a public service by Curry College. The list provides an opportunity for students, parents, educators and professions from all over the world to share information about a wide variety of issues related to learning disabilities. It is monitored by PAL faculty. To subscribe to the list: mail to : majordomo@curry.edu In the body of the text type: subscribe ld-list
Do not include any other information.

SPECIALIZED PROGRAMS

Over the course of its 28-year history, PAL has developed a number of innovative specialized educational programs serving specific populations. An overview of these is provided in the following sections; programs described include Summer PAL (for incoming PAL students), the Learning Academy (a summer program for high school students), the Adult Center at PAL, the Educational Diagnostic Center, PAL/ESOL (English for Speakers of Other Languages), and courses in Social Cognition and Math Support .

Summer PAL

Summer PAL is a three week, three-credit program that provides a structured transition to college in a supportive environment. The program lays the foundation for developing self-understanding and effective learning habits that are then built through enrollment in PAL during the year. The Summer PAL faculty are the same instructors who work in PAL during the academic year. Each has an extensive background in the field of learning. All are sensitive to the needs of a wide variety of learners, serving as mentors, collaborating with students moving towards success.

During Summer PAL, students learn to "tune in" to their learning by analyzing and understanding two major tools each student brings to the learning process:

- his/her **Brain** - the organizer of information
- his/her **Self** - the energizer of learning

Students learn to use their academic strengths in the classroom, their interpersonal strengths in social settings and their general problem solving abilities and to develop strategies in areas that need strengthening, including language, non-verbal skills, and study strategies. Other features of the program include:

- outdoor leadership camp - weekend in New Hampshire

- sample classes in subjects like criminal justice, politics and psychology
- introductions to campus services: Advising, Counseling, Library, Student Activities
- social events such as trips to Boston and local outings

A syllabus from Summer PAL is available in the appendix.

The Learning Academy

The Learning Academy is a one-week, day program designed to be a first step toward future success in college for high school students. This summer program is designed to assist students with learning disabilities to deepen their understanding of themselves, how they learn and to improve their own learning. Students who attend the Learning Academy are high school sophomores, juniors and seniors who have language/learning difficulties but who are committed to becoming successful learners. Students submit testing results that describe their learning profile.

The Learning Academy is designed to help students discover ways to use their strengths and develop strategies for studying and test taking, organization, note taking/mapping, reading comprehension, written organization, and active listening. As part of the week-long experience, students:

- develop a notebook full of useful information and practical strategies for high school and college planning
- become familiar with the Internet for finding resources in learning disabilities
- learn about the college search process and about how to find a college with the right services for them
- explore a college environment and envision the possibilities of a successful academic experience after high school

For more information, contact Dr. Lisa Ijiri at (617) 333-2270.

Adult Center at PAL

Many adults find it difficult to "keep the secret" of a learning difficulty. The Adult Center at PAL (ACP) offers adult learners a safe, supportive place to work with each other on developing their strengths. The ACP offers adults with learning disabilities a program which serves their individual needs while they are involved in college work or preparing to enter college. Assistance is provided in both group and individual settings and is open to adults with LD/ADD enrolled at Curry College or at other institutions. The facilitators of the ACP employ the same principles used in PAL - an understanding of each individual's learning strengths and challenges using a collaborative approach. The Adult Center at PAL:

- offers one-to-one and group sessions
- allows adult students to explore the ways their learning disability has impacted their personal and vocational experiences
- encourages adult students to explore the ways their learning disability has affected their academic endeavors
- works in conjunction with Curry's Educational Diagnostic Center and Continuing Education Division to provide comprehensive services to the adult learning community

Syllabi and course descriptions from the Adult Center courses are included in the Appendix. For more information, contact Dr. Diane Goss, Coordinator of ACP at (617) 333-2244 or e-mail dgoss @hermes.curry.edu.

Educational Diagnostic Center (EDC)

The Educational Diagnostic Center provides educational evaluation and consulting services to adolescents and adults seeking information about learning styles, learning problems, and/or assistance with educational planning. Providing a strength-based approach to assessment, the evaluators of the EDC assist students in understanding their learning strengths and challenges. From the testing, recommendations are made to help individuals improve their learning performance and assist with decisions regarding educational plans for the future. Diagnostic teaching and tutorial services are also available. The EDC staff include special educators and learning disabilities specialists, registered educational therapists and school psychologists, all of whom are Masters or Doctoral level trained. Services provided include the following:

- screenings
- psychoeducational assessments
  - cognitive and intellectual
  - learning disabilities and learning style
  - reading and other achievement areas
- dynamic assessment
- documentation of need for testing accommodations

The EDC Educational Consultations can include:

- review of past educational records
- review of test results/second opinion consultation
- recommendation of instruction and placement
- matching student's learning profile with teaching strategies
- consultation around workplace issues or for non-native speakers of English

For further information and fees, contact the coordinator, Dr. Nancy Winbury at (617)333-2314 or e-mail: nwinbury@hermes.curry.edu._

PAL/ESOL Program

Curry College has designed the Program for Advancement of Learning/English for Speakers of Other Languages for students with learning disabilities who are non-native speakers of English. In particular, the program hopes to identify and serve non-native speakers of English whose TOEFL scores may be an inaccurate representation of their ability because of a specific learning disability. PAL/ESOL, like PAL, allows students to pursue the traditional curriculum at Curry. Students participate as full members of the student body. In addition, PAL/ESOL provides focused support in advising, academic and social areas to help students make a successful transition into college life.

Special services include:

- PAL/ESOL Mentor/Instructor

  Student progress is carefully monitored by the Program Coordinator who serves as a mentor for all participants. The Coordinator also acts as their PAL instructor or works closely with each student's PAL instructor.

- Academic Advising

  The Program Coordinator serves as academic advisor or co-advisor to develop an individual curriculum plan for each student.

- Faculty Liaison

  The Program Coordinator serves as a communication link with faculty for academic and cultural concerns.

- Peer Support Group

  Students from a variety of cultural backgrounds provide support and friendship.

- Individualized Orientation

For additional information, contact Grace Rooney, Coordinator of PAL/ESOL at (617)333-2214.

Social Cognition Course

This is a credited Curry College course is designed to help students improve their understanding of the complexities of social situations. The course grants 1.5 credits and is team-taught by an instructor from PAL and a psychologist from the college counseling center. The course was developed in response to the increasing need to serve students with non-verbal learning disabilities who were experiencing difficulty with social perception and interaction. The course involves

- the teaching of interpersonal communication skills
- the study and practice of nonverbal, nonvocal interchanges
- practice in developing empathy and assertiveness
- identification and assistance in addressing personal and interpersonal barriers to effective communication

Math Support Workshops

PAL offers its students support, tutoring, and informal assessment in the area of mathematics. Many students who have experienced frustration and failure in high school math classes experience a great deal of anxiety about mathematics. Math workshops at PAL:

- address students' anxiety surrounding mathematical thinking along with any gaps in their understanding concerning the fundamental mathematical concepts
- utilize a multi-sensory approach aimed at increasing students' understanding and ability to transfer this understanding to problem solving in their courses
- teach mathematical meta-cognition, or HOW to think about mathematical thinking, involves strategies in reading math textbooks, organizing problem solving, and questioning skills in order to achieve true understanding in the discipline

FACULTY BIOGRAPHIES

Lynn Abrahams, M.Ed.

Over the past 17 years, Lynn has taught students with LD at the junior high, high school, and college levels, as well as in a County House of Correction in western Massachusetts. She is particularly interested in helping her students evolve into self-sufficient, and self-aware learners. Lynn obtained her B.A. in Music Therapy and went on to obtain a Master's degree in special education from Lesley College. During her seven years at Middlesex Community College, she taught her students how to develop study skills and successful learning strategies and led a support group for adults with LD.

Jane Utley Adelizzi, Ph.D.

Jane Adelizzi worked at Curry College in PAL for 13 years, facilitating college students who have learning disabilities with the development of their metacognitive awareness. She founded WILL (Women Involved in Lifelong Learning), a support group and non-profit organization for women with LD/ADD with chapters at Curry College and in Nova Scotia, Canada. Jane's doctoral studies focused on the impact of psychological traumatic exposure on learning and functioning in women with LD/ADD. She is currently the Director of the Master of Education program at Curry.

Sarah Albright, M.Ed.

Sarah graduated from Curry in 1993 with a B.A. in education and a special needs certification. She went on to earn an M.Ed. from the Curry College Graduate Studies in Education Program in 1995, and has conducted research on ADD. Sarah is currently a Senior Lecturer at Curry College teaching in the Program for Advancement of Learning.

Noel R. Alexis, Ed.D. (Cand.)

Noel is a faculty member in the Program for Advancement of Learning at Curry College where he facilitates the development of metacognitive awareness in his students. Before joining the PAL faculty, Noel was a mathematics learning specialist with the Commonwealth of Massachusetts where he designed and assessed the effectiveness of college mathematics entrance exams. Noel is a trained manufacturing engineer and consults with manufacturing organizations in the areas of Total Quality Management, automation, and employee technical training. He frequently lectures at technological institutions of higher education in the Boston area.

Joseph Arsenault, M.Ed.

Joe is founder of the off-campus offering of PAL at the St. John's Seminary and brings his many years of experience in ministry and mentoring to the teaching/learning process. His areas of interest include language development and learning style analysis. Recently, he has served as keynote speaker on learning styles to various vocational organizations.

Maria Bacigalupo, Ed.D.

Maria is co-founder of the Learning Disabilities Network, an organization which provides assistance to educators, parents and children in the area of learning disabilities and which sponsors an annual professional conference. Her education includes completion of doctoral study at Harvard University. At Curry, her contributions have included serving as a Professor in the Master's of Education program and over 18 years of service in PAL where she is currently a Professor.

Andrea L. Baldi, M.Ed.

Andrea graduated from Curry College in 1982, Cum Laude. She spent eight years in a successful sales and marketing career and earned a master's degree in counseling

psychology in 1987 from Cambridge College. In 1992, she earned a second master's degree in education with two certifications. She is currently an assistant professor in Curry's Program for Advancement of Learning (PAL). Andrea is also a member of the Curry College Alumni Board of Directors and chairperson of the PAL Alumni Committee.. Andrea has also conducted numerous speaking engagements for parents, educators and students to increase awareness of LD adults.

Ned Bradford, M.Ed.

Ned is currently the Coordinator of the Essential Skills Center and an Associate Professor at Curry . He has led the program in the development of many key components including the PAL library services. He has also been instrumental in bringing the technology of audio books to thousands of PAL students over the years. He founded an off-campus site of PAL at the School of the Museum of Fine Arts, Boston, recognizing the needs of many talented artists with learning disabilities. He has recently co-authored a study with Loring Brinckerhoff on the use of collaborative learning utilizing books on tape.

Linda Camp, Ph.D.(Cand.)

Linda Camp is a Senior Lecturer in PAL at Curry College who has coordinated research projects for Read Boston and for the Harvard Performance Assessment Collaborative in Education (PACE), a middle school reform project investigating the effects of disabilities in urban schools. Her experience in the field of learning disabilities includes teaching students ranging in age from elementary to adult, serving as an educational diagnostician on multi-disciplinary teams at hospitals, and conducting research in language development and social acceptance.

John J. Carroll, Ed.D

John is a Senior Lecturer at Curry College with extensive experience as a teacher, administrator and consultant to schools, colleges and grant projects. John is noted for his work with learning differences, curriculum design, technology, and innovative teaching. He has served as the coordinator and senior evaluator for a number of recognized programs. As a writer and facilitator, John continues to be actively involved with classroom inclusion and curriculum adaptation. He is the author of Learning to Adapt: Models for Inclusion in A Closer Look (1995). He received his doctor of education degree from Boston University. John also teaches graduate level courses on curriculum development, grant writing, and inclusion issues. He currently serves as Curry's Disability Services Officer.

Donna Cataldo, M.Ed., C.A.G.S., School Psychologist

Donna, a professor at Curry College, and an educational therapist (AET), has been with PAL since its birth in 1970. She was the coordinator of PAL for many years and also served as acting director for a period of time. Recently, Donna returned to teaching in the program, renewing her passion for witnessing the metacognitive growth of her students. Donna works in the diagnostic and prescriptive arena with adolescents and adults who are not reaching their academic potential.

Susan Smith Fletcher, M.S., M.Ed.

Susan is a senior lecturer in the Program for Advancement of Learning at Curry College. She has been an educator and learning specialist in private and public settings for over 20 years. Her professional career began as a music therapist, but has expanded to include the consulting and teaching of children and adults in the areas of special education, reading, and the use of technology to enhance learning.

Michelle Gabow, B.A./Playwright, M.A.

Michelle A. Gabow is a playwright and educator in the Boston area. As a commitment to searching out powerful voices that often go unheard, Michelle has been dedicated to teaching theater and creative writing to women in the community and to children in the Boston Public Schools for the last 20 years. She has compiled and authored a comprehensive resource book for teachers in the Boston Public Schools, Hoping & Dreaming Together, using the arts to explore issues such as learning differences, self-esteem, loss, racism, and violence. Presently, she teaches an Advanced Script Writing Course and is an instructor in the Program for Advancement of Learning. Five of her full length plays and a video drama have been produced in Boston. Michelle is the artistic director of The Women's Theater Project, a troupe dedicated to cross cultural, experimental, feminist and affordable theater.

Diane Goss, Ph.D.

Diane has more than 25 years of teaching experience acquired in a variety of settings, from traditional high school programs to alternative education programs for homeless youths and under-educated adults. For the past 12 years she has taught in the Program for Advancement of Learning at Curry College where she is an associate professor. Diane is also advisor to Project Share, a campus-based volunteer program through which Curry students serve local communities. She also teaches a service learning course in which students act as mentors to urban youth. Diane is currently working on doctoral research at Teacher's College, Columbia University, exploring ways to facilitate the adjustment of returning to college.

George Herman, M.A.

George's areas of interest are in the exploration and use of the arts for supporting students with learning disabilities. An artist himself, George uses his own strengths in visual expression to elicit greater understanding of these talents in his students.

Laura Hubbard, Ph.D. (Cand.)

Laura's roles at Curry College have included serving as the Graduate Studies Field Placement Coordinator and as a Senior Lecturer in the PAL Adult Center. Her extensive experiences in special education have included placements with children and adults of all ages. She is currently pursuing her doctoral studies at Lesley College and working individually with adults in the Adult Center.

Lisa Ijiri, Ph.D.

Lisa Ijiri has served as director of the Program for Advancement of Learning since 1993. Her experience in learning disabilities includes teaching at the graduate and undergraduate level, mentoring students of all ages, and leading diagnostic evaluation teams. Lisa received her Ph.D. and M.A. degrees in learning disabilities at Northwestern University and M.A. and B.A. degrees in psychology from Johns Hopkins University. In 1989, she was the recipient of a Fulbright research grant for which she spent a year as a visiting researcher at the University of Tokyo. Her research interests have included the role of phonological awareness in learning to read in non-alphabetic writing systems and influences of linguistic variation on the learning process. At Curry College, Lisa has led a multi-talented team of faculty in a collaborative supportive environment, facilitating growth in the program and enhancing the program's commitment to maximizing student success.

Marie Murphy, M.A.T., Ed.M.

Marie is an associate professor in the Program for Advancement of Learning at Curry College, where she has worked with students with learning disabilities for 20 years. She has a wide range of experience and expertise, having worked in hospitals, alternative schools, and correctional institutions as well as in the college setting. She has an extensive

knowledge of psychoeducational diagnostics. Marie is currently expanding her expertise in the areas of holistic health therapy and teaching. One of her major interests involves the topic of learning for human wholeness.

Patricia A. Mytkowicz, M.Ed.

Pat has had extensive teaching experience working with adolescent through adult students in traditional classroom settings, resource rooms and in her private tutorial practice. She holds two teaching certifications: English and Learning Disabilities and combines these two areas of expertise in her current position as an Instructor in the Program for Advancement of Learning. Since Pat has taught English and Humanities on the college level, she is particularly interested in implementing innovative techniques in the regular college curriculum so that the needs and learning styles of all students are addressed. Her most recent contribution to PAL has been in assisting with curriculum design and instruction for the new summer program for high school students with learning disabilities at the college.

Patti Nasca, B.S., M.Ed.

Patti is currently in her sixth semester of teaching at Curry College and brings her extensive background in special education and diagnostic assessments to the program. She is co-founder and leader of the math support workshops where she implements a student-centered, process-oriented approach to the teaching of mathematics.

Janis Peters, M.A.

Janis joined the faculty in 1997 bringing with her a strong background in supporting adults with disabilities in clinical settings. Her professional training is in counseling psychology.

Susan Pennini, Ph.D. (Cand.)

Susan W. Pennini has worked with students with learning disabilities at the high school and college levels for the past 20 years. She has taught at Curry for the past 15 years, and is currently Associate Dean of Academic and Administrative Affairs. Susan has served as a consultant to schools which are interested in developing programs that support students with learning disabilities. Her current doctoral research at Lesley College explores the role of the mentor in facilitating metacognitive development in college students with learning disabilities.

Susan Pratt, Ph.D. (Cand.)

Susan is currently the Coordinator of the Program for Advancement of Learning. She has taught in PAL since 1985, helping students with learning disabilities develop metacognitive awareness. She is a Ph.D. candidate at Boston College in Developmental and Educational Psychology, working on a dissertation on the moral development of college students engaged in community service learning. During her tenure at Curry, Susan has taught courses in writing, critical thinking, and child development. She has also taught in the Master's in Education program and the Honor's program. Susan has presented workshops on critical thinking, moral development, service learning and learning disabilities issues at conferences around the country.

Shirley Richardson, Ed.D

Shirley Richardson is assistant to the academic dean and learning community facilitator at the college. She is responsible for developing pro-active programs for freshmen and students at-risk. This has included involvement in the design and implementation of a pilot learning community for at-risk freshman. Shirley recently completed her Ed.D. in education leadership with a concentration in higher education

administration. She has many years experience in higher education and also teachers developmental reading and academic skills courses at the college.

Grace Rooney, M.A., M.Ed,

Grace Rooney has worked as a moderate special needs teacher for many years in the public schools. She earned an M.A. in teaching English as a Second Language and has taught ESL in many institutions in the Boston area. At Curry, Grace is combining these two interests by working as an assistant professor in the Program for Advancement of Learning with students whose first language is not English and coordinating the PAL/ ESOL Program. She is very interested in the ways these two fields intersect and believes they have much to offer each other.

Michele Talabach, Ed.M.

Michele is a senior lecturer in the Program for Advancement of Learning where she has taught for over 17 years, contributing to the ongoing transformations of the program's approach to working with students with learning differences. Her extensive background in the field includes psychoeducational diagnostics and teaching in a variety of settings, including hospitals and alternative education programs. She is currently taking courses in holistic health therapy and teaching and focusing on the "Tao of Learning."

Jeanne Vandenberg, M.A.

Jeanne is the newest member of the PAL faculty and brings an extensive background in both special education and substance abuse. Her research and clinical interests include developing support systems for substance abuse counseling for students with disabilities.

David Van Someren, Ph.D. (Cand.)

David Van Someren is a graduate of Calvin College (B.A. in education), and the University of Wisconsin/Milwaukee (M.A. Educational Administration). After serving as a secondary school administrator for 20 years, he returned to school in the doctoral program in education at Clark University. His area of interest is the development of moral reasoning in adolescence. He is finishing his fifth year as a PAL faculty member.

Diane Webber, M.Ed.

With over 20 years as a reading/learning disabilities specialist at the middle school, high school, and college levels, Diane has a deep commitment to education. Her private practice includes testing, consulting, advocacy, and instruction for students with learning disabilities. Recently she has conducted research which addresses the relationship of personality type to academic success for college students with learning disabilities. As manager of LD-List, a listserve run from Curry College on the internet, she helps facilitate the sharing of information regarding learning disabilities to worldwide subscribers. Currently, she is a full-time Assistant Professor at Curry College in the PAL program and the coordinator of its outreach program.

Marguerite Wengler, M.Ed.

Marguerite Wengler is an educational therapist who enjoys helping students of all ages and backgrounds in her private practice in Acton, MA. She was granted three state teaching certifications after obtaining her bachelor's of science degree in education from Hofstra University and her master's degree from Assumption College. In 1994, Marguerite was a delegate to a world-wide conference on learning disabilities in The People's Republic of China, sponsored by the People to People Citizen Ambassador Group, currently headed by former President Bush. She is the author of a study strategy workbook and is currently completing a book on public schools.

Kathy Cassidy Wilmot, M.S., M.Ed.

Kathleen Wilmot obtained a master's of science degree from Radford University in Radford, Virginia in 1981, majoring in special education/emotional disturbance. She also obtained a master of education degree from Curry College in 1995. She is currently an associate professor in the Program for Advancement of Learning at Curry College. Over the past several years, she has been studying social deficits in the learning disabled population and worked extensively with students in a social skills support group addressing the social challenges which they face in both their academic and personal lives.

Nancy Winbury, Ph.D.

Nancy Winbury received her Ph.D. in educational psychology from the University of Connecticut in 1984. Initially working as an elementary school resource room teacher, she went on to psycho-educational testing and consulting at Yale Medical School, the University of Connecticut Health Center, Boston Children's Hospital, and private practice. She has worked with college-level LD students at Curry College for the past four years and is currently coordinator of the Educational Diagnostic Center at Curry (EDC).

REFERENCES

Adelizzi, J. and Goss, D. (1995). A Closer Look: Perspectives and Reflections on College Students with Learning Disabilities. Milton: Curry College.

Americans with Disabilities Act (ADA), (1990). P.L. 101-336, 42 U.S.C. 12101.

Brinckerhoff, L., Shaw, S., & MacGuire, J. (1997). Promoting Postsecondary Education for Students with Learning Disabilities. Austin: Pro-Ed.

Dalke, C. (1991). Support Programs in Higher Education for Students with Disabilities: Access for All. Gaithersburg, MD: Aspen.

Federal Register (1975). Education for All Handicapped Children Act.

Mangrum, C.T., & Strichart, S.S. (1988). College and the Learning Disabled Student (2nd. ed.). Philadelphia, PA: Grune and Stratton.

Wechsler, D. (1981). Wechsler Adult Intelligence Scale - Revised. San Antonio, TX: Psychological Corporation.

Wechsler, D. (1997). Wechsler Adult Intelligence Scale - III. San Antonio, TX: Psychological Corporation.

ACKNOWLEDGMENTS

The authors gratefully acknowledge the valuable contributions of many members of the PAL faculty including Ned Bradford, Diane Goss, Pat Mytkowicz, Nancy Winbury, Grace Rooney, Kathy Wilmot, Susan Pratt, Diane Webber, Noel Alexis and many others. This document, like many PAL projects is the result of significant collaborative process and reflects the philosophy and practice of PAL.

APPENDIX

PAL SYLLABI AND COURSE DESCRIPTIONS

PAL1150/1160ACP: LEARNING SKILLS

FACULTY: DIANE GOSS Spring, 1998

GOALS

1. Students will develop their understanding of their learning strengths,needs and individual learning styles.
2. Students will learn and refine strategies for utilizing their strengths and improving areas in which they are less skilled.
3. Students will practice metacognitive reflection on their learning.
4. Students will continue to develop their receptive and expressive language, both written and oral.
5. Students will enhance their critical and creative thinking.
6. Students will continue to develop and apply effective reading skills.
7. Students will acquire organizational strategies.
8. Students will become more independent in managing their time efficiently.
9. Students will continue to acquire and utilize effective study skills .
10. Students will be encouraged to utilize the various resources available to them.
11. Students will continue to develop the attitudes and behaviors of independent, interdependent, confident, active learners.
12. Students will collaborate with others to enhance learning.
13. Students will gain insights into their learning history and into the ways in which their learning patterns have impacted their personal and vocational experiences as well as their academic lives.

REQUIREMENTS

-Attendance is mandatory because of the participatory nature of this class. The goals we have set cannot be achieved without engaging in active learning.

COURSE STRUCTURE

Each student will meet individually with me for 45 minutes per week as scheduled. During these sessions, we will apply general skills and strategies to specific learning activities and assignments you are working on for your other courses. These sessions will also provide you with the opportunity for problem-solving, metacognitive analysis of your learning experiences, and discussion of any issues of importance to your learning and growth.

Students will also meet in small groups each week for discussions facilitated by Linda Camp in the PAL Adult Center. These groups will be active, experience-based opportunities to develop skills, learn collaboratively, and grow in metacognitive awareness. In particular, these group sessions in which you will be working with other adult students will offer you the opportunity to give and receive peer support.

You are also welcome to utilize additional time designated as "Guided Learning" on the posted schedule. These are blocks of time, shared with other students, during which you can work on specific assignments with support, guidance, and encouragement from your PAL instructor.

GRADING
PAL1160ACP is a pass/fail course. You will pass this course if you have no more than three absences, actively participate, and complete your weekly assignments.

TOPICS: These will be among the topics explored in both group and individual sessions. Topics for your individual sessions will be based on your own particular learning needs and goals.

Time management
Analyzing syllabi; Expectations; Setting short and long-range goals; Breaking down tasks; self-monitoring

Reading
Selecting strategies for various types of material; Exploring organization; Identifying main ideas; Selecting important details; Drawing inferences; Using the context; Recognizing patterns and relationships; Using tapes

Note-taking from texts
Previewing; Mapping; Outlining; Charts; Concept diagrams; Time lines; Formats for fiction and other non-textbook prose

Vocabulary development
Using context and structure ; Relating new terms; Visualizing; Finding examples; Organizing; Reviewing and self-testing

Memory
Associative learning; Multi-sensory techniques; Mnemonics; Building mental schemas; Spaced review.

Note-taking during lectures
Effective listening; Preparation for a lecture; Observation during a lecture; Various notetaking methods.

Test preparation and test taking
Objective Tests; Essay Exams; Test Anxiety; Self-testing; Long and short range preparation; Collaboration; Applying learning strategies to specific content.

Academic and vocational planning
Career and major choices; course selection

Writing to learn: Strategies for improving writing and editing; Kinds of writing (Essays, Summaries, Book Reviews, Journals, Reaction papers, Research papers).

**Integrated with all of the above topics and influencing all we do in group and individual sessions will be an emphasis on thinking (metacognitive, critical, and creative) and on development of the whole person.*

Course Syllabus for Summer PAL (PAL1180)
July 1997

Instructors: Ned Bradford (ex. 2316) and David Van Someren (ex. 2297)

Course Objectives

This course is an introduction to your learning process, with an emphasis on helping you to discover your unique strengths. You will develop strategies which will help you utilize these strengths and compensate for your weaker areas. The activities and materials of the course aim to increase your understanding of yourself, the learning process and college life. Summer PAL will focus on the three main topics below.

Who Am I? Topics here will include personality type, social/emotional adjustments, gender roles and life scripts.

How Do I Learn? Topics here will focus on understanding the information processing model of learning and understanding your own diagnostic testing. Specific information on the brain, memory, language processing, learning styles, learning strategies, the process of writing will also be included.

Who am I and how do I learn now that I am here at Curry College? The activities here will be provided by many of Curry's faculty and will expose you to information about the campus, the registration process, dorm life, the Counseling Center, the computer labs, a short academic course, the services available at PAL the PAL Tape Library, a trip to Boston and a weekend at Sargent's Camp.

Required Readings:

-In a Rising Wind by Paul Ziminsky, Curry graduate/ PAL student, 1992.

-A choice of a chapter from In the Mind's Eye, about learning disabilities and famous dyslexics by Thomas West, or a chapter from Driven to Distraction a text about Attention Deficit Disorder by Ned Hallowell.

-Chapter 6, *Memory*, from Introduction to Psychology by Josh Gerow.

- Other selected readings and handouts.

Course Expectations: If satisfactorily completed, students will receive 3 Curry College academic credits.

1. Attend all sessions and complete all assignments on time.
2. Maintain a time management system.
3. Maintain a daily reflective journal.
4. Maintain an organized 3 ring notebook.
5. Complete an integrated course paper.

PAL1190 LEARNING PROCESS I Syllabus
Fall, 1996

Instructor. Susan Pratt, M.S.

Office: Learning Center, Room C

Campus phone: 333-2247

Office Hours: Thurs. 2 - 4

Course Objective: To aid you in becoming a more successful, interdependent learner at the college level.

Course Goals:

1. To identify learning strengths and areas which need strengthening

2. To develop specific strategies which utilize your learning strengths and strengthen the weaker areas

3. To identify personal short and long term learning goals

4. To strengthen and incorporate organizational skills

5. To strengthen the basic language operations of reading, writing, listening and speaking

6. To apply acquired skills and strategies to specific course content

Methods:

1. Review learning profiles WAIS-R, Meyers-Briggs, other self-assessment measures)

2. Prioritize short and long term goals

3. Maintain organizational tools: daily/monthLY time management planner, notebooks, etc.

4. Use textbooks on tape if needed

5. Use PAL Library for untimed tests if needed

6. Use the PAL computer lab

7. Use other specific learning strategies as determined by you and your PAL instructor (notetaking) strategies, memory, test-taking strategies, etc.)

Requirements:
1. Establish and maintain an orderly, categorized, and sequenced notebook system for keeping track of notes and handouts

2. Establish and maintain a time management system which accounts for: - long-term planning (research papers, major exams, etc) - all quizzes, tests and exams - daily/weekly homework assignments, including papers due -important academic calendar dates (add/drop; grade/pass/fail) declaration, etc.) - daily/weekly appointments, obligations

3. Attendance at all PAL sessions except by notification. More than three unexcused absences will result in either an incomplete or, in extreme cases, failure. In the event of illness or other event, a phone call is necessary.

4. Write a short 2 - 3 page essay at the term's end describing your learning style, strategies which you have learned over the course of the semester, and your overall progress as a student.

5. Demonstrate knowledge of PAL untimed exams and textbooks-on-tape procedures.

6. Demonstrate progress in word processing skills

PAL1200 : Learning Process II
Spring, 1997

Diane Goss
Ext. 2244

The focus of PAL1200 is on moving to greater independence as a learner. During this semester, you will have the opportunity to take more responsibility for your own learning and to make your own decisions regarding the strategies and approaches which are most effective for your learning style and needs. The understanding of yourself as a learner which you gained during your first semester in PAL will guide you in these choices. You will continue to be guided in developing a habit of metacogntive awareness and of integrating metacognition with all of your learning activities.

Goals

1. To continue to develop your understanding of your learning strengths and needs
2. To continue to develop your ability to express your ideas orally and in writing
3. To learn to select and apply active learning strategies consistently and independently
4. To become a more creative and critical thinker
5. To integrate various skills to become a more effective and efficient learner

Topics

1. Integration of metacognitive awareness in all learning activities
2. Critical and creative thinking
3. Organization of time and materials
4. Note-taking from texts and lectures
5. Organizing, and expressing ideas in speaking and writing
6. Test preparation and test-taking skill

Requirements

1. Regular attendance
2. Use of taped texts if needed
3. Maintenance of time management book
4. Completion of assignments given by PAL instructor
5. Maintenance of note-book for PAL handouts, journal, etc.

COURSE STRUCTURE

1. One to one meetings with instructor:

Each student will meet individually with the instructor for one hour per week as scheduled. These sessions will involve *metacognitive conversations*- learning conversations in which you will get to know yourself as a learner and discover ways to reach your potential. These sessions will provide you with the opportunity for problem-solving and discussion of any issues of importance to your learning and growth. They will also provide you with support and encouragement during this challenging time in your life.

During these individual sessions, we will also explore specific learning strategies, experiment to find out which ones work best for you, and apply the general skills and strategies to specific learning activities and assignments you are working on for your other courses..

2. Guided learning sessions

Each student will also utilize a minimum of another 1 1/2 hours of guided learning at PAL. Available times for this guided learning are listed on your instructor's door. A sign up sheet will be posted each week for you to select the time block(s) you want and to check off when you actually attend.

Guided learning blocks are periods of time during which your instructor is available to support and assist you in learning activities related to your courses or to developing specific skills which you want to improve. For example, they could be used to:
-learn to use the computers for word processing or library searches.
-use taped textbooks for reading
-apply strategies to particular assignments
-work with other students in study groups for particular subjects
-develop reading and writing abilities
-anything that contributes to your success as a learner.

3. Interactive Seminars

Monthly seminars will be held on Tuesday evenings at 5:00 PM on dates to be announced. They'll be held in the President's Dining Room so we can share a meal together and create a sense of community.

During the seminars, through engagement in group process and interaction, you will

- engage in activities designed to explore learning, learning styles, learning strategies, and issues of college students
- identify your own strengths and needs as they are mirrored in your academic and social interactions with other group members
- form networks of peer support
- identify issues and concerns which can be targeted more specifically in your one-to-one sessions with your P.A.L. mentor.

Program for the Advancement of Learning
Syllabus
PAL1220

SPRING 1998

Diane Webber -Assistant Professor
Office: ext 2214
Home: 781-449-4709
Office Hours: Mon-Thurs 9-9:30 am

The main objective of this PAL course is to facilitate your personal success as a self-manager. Various learning strategies will be taught which will accommodate your individual learning style, and you will be expected to incorporate them into your own personal and academic problem-solving endeavors. We will work toward identification of your strengths and address your particular difficulties as you develop your own metacognitive profile.

PAL1220 is a pass-fail course. Your grade will be based on attendance, cooperation, and effort. We will meet on a regularly scheduled basis and you are also encouraged to seek extra help during drop-in times or by special appointment, when necessary. No more than three absences will be allowed, and you must notify me when you will miss an appointment so it can be rescheduled. It is also important to utilize other resources provided by PAL such as the computer lab, tape library, untimed tests, and special workshops. It is imperative that you bring your time management book to each meeting.

Since we meet only once per week, you will be working more independently than was previously expected in your other PAL sessions. Study groups, individual meetings with professors, use of the Essential Skills Center, and personal time management are critical for your success at this point in your college career. I will be here for our scheduled meetings, but please feel free to contact me at any time with questions.

Good luck this semester as you reach for personal success.